

# Feedback Policy

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**ADEK:** This policy in line with Policy 43: School Tests Corresponding to Article (48) of the Organising Regulations (Chapter 12 Page 128) ADEK Private Schools Manual

## Rationale

Teachers often devote a great deal of time to feeding back on students' work. This time needs to be used as efficiently and effectively as possible to ensure maximum impact on learning.

## Principles

Feedback must focus on improving student learning, developing self-confidence, and providing opportunities for varied assessments. High-quality feedback offers a valuable diagnostic record of students' achievement, which should inform planning. A "good struggle" atmosphere should cultivate a Growth Mindset culture and promote student voice to self-assess challenges. These goals can be achieved without excessive demands on teachers' time.

## Purpose

Effective feedback enables teachers to:

- 1: To help our students understand what they have done well
- 2: To help our students understand how to improve
- 3: To help our students demonstrate their improvement as a result of feedback.

Effective feedback should also:

- Give praise and encourage quality work
- Motivate students to make continual progress through a good struggle
- Reinforce standards and expectations of outcomes and presentation
- Enable students to build up a realistic picture of their strengths and areas for improvement
- Foster a culture whereby making mistakes is a valuable part of the learning journey
- Consider if learning has been achieved and inform the next steps of planning
- Provide a record of progress and dialogue with students and teachers

## Types of Feedback

Students can expect feedback from all pieces of work, including self-assessment, peer assessment and teacher assessment, and digital feedback. Feedback can be given verbally and/or in writing or digitally. The feedback appendix gives examples of what each would look like across the school.

## Feedback Guidance Rationale

Students respond best to feedback from teachers when students feel their work is appreciated and feedback is given regularly. Written comments indicate concisely what has been achieved and how work could have been improved. Feedback is given promptly while the original piece of work is still fresh in the mind of the students.

# Feedback Policy

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In order to achieve these aims, feedback may take the following forms:

- Verbal feedback between teacher and student during the lesson was recorded using (VF)
- Written feedback (marking) written in green or pink depending on the purpose
- Feedback from students (peer assessment) using purple pens
- Self-Evaluation using purple pens
- Live Marking

All these may take place at different points of the teaching and learning cycle:

- Immediately – **during the lesson**
- Summary – at the end of a lesson / task
- Review feedback – following the lesson (including written feedback)

## Student Voice

Students are encouraged to identify the level of good struggle (challenge) of their work according to the following criteria:

- A bad struggle i.e. consistently the challenge is too difficult and feels like the student cannot access the work.
- No struggle i.e. inconsistent challenge in the lesson; activity and learning move between a good struggle and a bad struggle.
- A good struggle i.e. consistently the work is challenging but accessible with thought and effort.

## General Guidelines

- Before work is undertaken, students should be clear what is going to be assessed.
- Work taken in for feedback should be returned promptly.
- All completed pieces of work must provide feedback before a book is returned.
- All feedback must be understood by the students.
- Feedback should be individualized and meaningful for each student.
- Feedback should focus on what went well, before giving guidance to improve.
- Sufficient time must be allowed for students to reflect on the teacher's written comments.
- Feedback in all subjects should *consider* literacy skills in English.
- Important errors, not all errors, will be indicated or corrected, Feedback should encourage a dialogue between the teacher and student.
- Self-assessment and peer assessment are good practice but are not a substitute for teacher assessment
- Live Marking is when the teacher reviews the work so far and gives feedback live offering support or challenge whilst the lesson is going on

## Specific Points

- Presentation, spelling and grammar should be marked consistently
- Green and pink ink is to be used for teacher feedback (green for growth and pink for perfect)
- Number scores and grades should be used sparingly

# Feedback Policy

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## **Checking**

It is not necessary to assess every piece of work in detail, and is strongly discouraged, although all formal written work should be acknowledged (this may be verbally and annotated using VF). Live marking is a good opportunity to review progress and inform assessment of learning (teacher judgment) and assessment for learning (lesson planning) in green or pink ink.

## **Literacy and Presentation**

Feedback should not be overly focused on spelling and presentation. Students should be encouraged to 'have a go' (take risks!) and not feel restricted by the need to spell all words correctly, which inhibits the creative process. However, key grammar and spelling mistakes together with possible continuous mistakes may be corrected, and general comments on presentation and handwriting should also be made.

## **Expectations of Effective Feedback and Marking**

All work will be seen by the teacher to ensure accuracy and check misconceptions in some form through the various positive marking models - see appendix

## **Approval and Review.**

Reviewed by: Head of Primary, Andrew Du Lieu / Date: 08.08.24

Confirmed by: Principal / Date: 08.08.24